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ABSTRACT

Through the Jail to Job Phase II project, the Erie Adult Learning Center provided inmates of the Erie County Prison with employability skills, decision making, problem solving, survival skills, and anger management education. Forty soon-to-be-released inmates participated in 37 hours of class. Prison staff, in concert with the instructor, selected students suitable for the program. Students ranged from having an employment history to never working. The instructor evaluated each group and structured classes to respond to their needs. Often, prison personnel would sit in on the classes to familiarize themselves with the inmates' concerns. Attendance was mandatory to receive a certificate of employability. Students would be given preference for admission to the work-release program upon course completion. This motivator improved attendance and completion rates compared to phase I of the project. In a survey, the program received excellent reviews from both the inmates and the prison staff. Students' evaluation of the program indicated that the class was rated as one of the best in the prison. A waiting list of inmates showed an interest in program participation and continuation. One barrier was students' inability to attend due to lock up or early release. Most students (90 percent) completed the course. Of the students completing the course, 83 percent found employment. (The report contains 21 references. Appended are curriculum materials on anger management and self-assessment, the certificate of employability, and three student evaluation forms.) (YLB)

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98-8010

Jail to Job Phase II

Final Report

ED 427 219

353 Special Project (No. 98-8010)

Budget total $5,000.00

July 1, 1997 to June 30, 1998

Funded by

Bureau of Adult Basic and Literacy Education

Division of Adult Education

333 Market Street

Harrisburg, PA 17126-0333

to

The Erie Adult Learning Center

School District of the City of Erie

2931 Harvard Road

Erie, PA 16508

(814) 871-6656

Dr. James Barker, Superintendent of Schools

Daniel Tempestini, Vocational and Adult Education Director

Charlene Salvia, Author, Curriculum Director/Course Instructor

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ABSTRACT PAGE

Title: Jail to Job Phase II — July 1, 1997 to June 30, 1998
Project No: 98-8010 — Allocation $5,000
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Agency Address:
Erie Adult Learning Center School District of the City of Erie
Hamilton School, 2931 Harvard Road, Erie, PA 16508

Project Purpose:
The project proposed to provide employability skills, decision making, problem solving, survival skills and anger management education to forty (40) soon-to-be released inmates. They would participate in thirty-seven (37) hours of class, receive a certificate and gain employment.

Project Outcomes:
Forty (40) inmates received thirty-seven (37) hours of instruction in employability and survival skills, decision-making, problem solving and anger management. The Erie County Prison staff, in concert with the instructor, selected students suitable for the program. The students ranged from having an employment history to never working. The instructor evaluated each group and structured the classes to respond to their needs. Often the prison personnel would sit in on the classes in order to familiarize themselves with the inmates concerns. The attendance was mandatory to receive the Certificate of Employability. The prison personnel told the students they would be given preference for admission to the work-release program upon completion of the Jail to Job Phase II course. This motivator made the students' attendance and completion of the program higher that the previous Jail to Job Project. It was determined, through the students' evaluation of the program, that the class was rated as one of the best in the prison. Of the students completing the course 83% found employment.

Impact:
Through a survey, the program received excellent reviews from both the inmates and the prison staff. A waiting list of inmates indicates an interest in program participation and continuation. One of the barriers of the program was sometimes a student would be unable to attend due to lock up or early release. However, most of the students (90%) were able to complete the course. Several released inmates maintained contact with the instructor for additional advice and resumes. A survey of students and counselors at the Erie County Prison indicated 83% of the students who completed the program found employment.

Products Or Training Developed:
The curriculum that was developed is included in the main body of the report.

Products Available From:
The final report of Jail to Job Phase II will be on file at:

Bureau of Adult Basic and Literacy Education Programs
333 Market Street
Harrisburg, Pennsylvania 17126-0333
AdvancE
Division of Adult Education
333 Market Street
Harrisburg, Pennsylvania 17126-033
Western Pennsylvania Adult Literacy Resource Center
5347 Williamson Hwy. Rt. 8
Gibsonia, PA 15044-9444

Project Continuation and/or Future Implication:
With the high rate of recidivism this program is a very important component at the Erie County Prison. The counselor's caseloads are extremely high and there is no time for teaching employability skills. The county prisons can now detain an inmate for almost 5 years. Due to a longer incarceration, inmates are now serving their whole sentences in a county facility. State institutions often have programs in place for employability and anger management. The inmates indicated an interest in the continuation of the program by signing up with their counselors. The prison personnel also asked for the program to be part of their on going educational curriculum.

Conclusion/Recommendations:
The final evaluation of the Jail to Job Phase II proposal proved that it was a successful project as 83% of the participation inmates found employment. The inmates remained motivated, attended regularly and contributed to every group. The need for anger management was continually evident by the faulty thought process and lack of ownership of their decisions. Each of the students completing the eight (8) week session gained many tools for employment, decision making, problem solving survival and anger management. The popularity of the program was evidenced by a waiting list for each session. As the program is only two years old, the long-term affect of the program has yet to be determined. A tracking of the longer-term recidivism rate would be an excellent barometer of the success of the program. It is recommended that the program be continued.

Comments:
The third object states "each of the enrolled students will receive thirty seven hours of job search instruction including: interest and aptitude testing, educational assessment, resume and job application preparations, interviewing, overview of local job opportunities, career counseling, decision making, problem solving and survival" should have also contained anger management techniques.

Introduction

The Erie Adult Learning Center has been the main provider of ABE and GED instruction for the inmates of the Erie County Prison for over eight (8) years. The instructor, during those eight years, would encounter the same students. It was evident, after interviewing several students, case managers, parole officers and judges, that one of the factors increasing the rate of recidivism was unemployment. This proposal addresses one of the most important issues of correctional education: how to make the soon-to-be released inmate more employable. It became evident after conducting "Jail to Job" phase one that issues of anger management, decision making, problem solving and survival on the job were issues that need to be addressed. These areas were incorporated in this project.

During the beginning of September, 1997 ten (10) students were selected to participate in the first group. The selection criteria was based on a reading level of approximately eighth grade and an impending release from prison. Students were selected by the Erie County Prison staff in concert with the project instructor. The students were enrolled and assessed. If the students needed remediation, the counselor referred them to the existing evening ABE, GED program conducted by the Erie Adult Learning Center. The sessions were twice a week for a total of thirty-seven (37) hours. The first classes were: September-November, November-January, January-March and March-May. In session one there were nine (9) completors and a 100% employment rate. In the second session of the twelve (12) students twelve (12) completed and there was a 83% employment rate. The third session contained 10 students, 10 completors and 100% employment.

Staff from the Erie County Prison:

Arthur C. Amann, Director of Corrections/Warden

Mike Smith, Inmate Counselor

Linda Wilson, Inmate Counselor

Rich Seus, Programs Director

Dr. O'Keef, Director of Treatment

Staff from Erie Adult Learning Center

Charlene Salvia, Curriculum Developer, Course Instructor

The final report of JAIL TO JOB Project will be on file at:

Bureau of Adult Basic and Literacy Education Programs
333 Market Street
Harrisburg, PA 17126-0333

AdvancE
Division of Adult Education
333 Market Street
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center
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Gibsonia, PA 15044-9444

Body of the Report

Problem Statement

The Erie Adult Learning Center has been providing inmates of the Erie County Prison the opportunity to educate themselves since 1988, first with GED preparation and culminating with ABE/GED preparation with a counseling component. The Erie Adult Learning staff soon recognized the high rate of recidivism. After conversations with various case-workers, parole officers, inmates, judges and prison personnel it became apparent that a contributing factor was the lack of employment or underemployment. The Jail To Job Phase II project addressed all areas of employability along with decision making, problem solving, survival skills and anger management. Jail To Job Phase II was a successful project that dealt with these issues as well as teaching survival techniques in everyday living to encourage inmates to become productive citizens while in prison and upon release. In addition to Job Search techniques, the inmates also worked through everyday concerns that included family concerns, financial losses and issues of self-esteem.

Goals and Objectives

1. A program curriculum will be developed to prepare soon-to-be-released inmates to find employment, deal with anger, decision making, problem solving and survival in and out of jail.

The curriculum that was developed for the original Jail to Job proposal in 1995-1996 needed to include anger management and survival skills. When this class was initially conducted, it was evident that anger management skills needed to be incorporated in the curriculum. The instructor utilized anger management skills from the book "Anger Replacement Training by Arnold P. Goldstein and Barry Glick. Also, "A Map Through the Maze" by Ned Rollo, Louis

W. Adams was required reading and received excellent reviews from the inmates.
The decision making/problem solving section of the curriculum incorporated more "hands on" materials and handouts that were teacher-made. There was a need to explore and incorporate more interactive activities for the groups to keep them engaged. Research was done over the internet and sections of articles from the world of work were utilized.

The employability skills section of the curriculum had to be constructed with more adaptability than in the previous session as the inmates had indicated needing more time spent on community resources, interest survey and interviewing. They also wanted more practice in actual use of the JIST card, telephoning techniques and video taping of a "mock" interview.

Another suggestion that emanated from the first session was more speakers in order to allow the inmates to ask questions of management and personnel. The inmates were very hesitant to answer truthfully the question concerning "Were you every convicted of a felony?". Various personnel directors aided them with this difficult question and told them how they would respond to the different approaches.

2. Ten (10) students from the soon-to-be released inmate population will be identified and enrolled for each of four (4), eight-week (8) training sessions.

The program instructor consulted with Rick Seus, Director of Programs, John Smith, men's counselor, and Kathy Miller, women's counselor, to determine which inmates would benefit from the Jail To Job Phase II project. The screening process consisted of 50 inmates who met the Jail To Job Phase II criteria.

The criteria initially stated that the participants would have an eighth-grade reading level. This was added from the Jail to Job phase one because the materials that would be utilized would require outside reading and homework at an eighth-grade reading proficiency. Also, in the first

Jail to Job, there were a few ESL students that could not understand and keep up with the work.

The students were evaluated with the Test for Adult Basic Education (TABE) assessment. The results were given to them and if they needed remediation it was recommended for them to sign-up for the Erie Adult Learning Center's evening ABE program. Another criteria was the release date of the potential student. If the inmate was to be released within 6 months of the class session they were considered. However, the release date was subject to change. If a vacancy occurred in the Pre-Release program some of the students were unable to complete the program.

Two of the students completed the course during another session other than theirs due to being in the "hold". The instructor felt, as long as they completed the thirty-seven (37) hours, they should be permitted to obtain the certificate. Students were selected after an interview with their respective counselors and the instructor. Once it was known, on the "block", that an inmate could advance to the top of the list for consideration for work release, there were several requests for the program. This interest resulted in a substantial waiting list. If this type of program is duplicated at a county level, an incentive greatly increases the likelihood for success.

3. Each of the enrolled students will receive thirty-seven (37) hours of job search instruction including, interest and aptitude testing, educational assessment, resume and job application preparation, interviewing, overview of local job opportunities, career counseling, decision making, problem solving and survival. Anger management techniques should be added to this objective.

During the initial session, the inmates were registered and took the Test of Adult Basic Education (TABE). If remediation was needed, as a result of the TABE scores, the inmates

were referred to the evening ABE classes and given work to do in addition to the Jail to Job Phase II course. Often a fellow student would tutor each other. Rules of confidentiality were discussed and agreed upon. It should be noted, however, in almost every session the rules of confidentiality were often broken. The instructors' belief is that because the women are all contained in the same "pod" more "conversations" occurred about each class. Also, in the women's group there was less sharing and trust exhibited. Often the women stated they felt that if they shared their past experiences it would be common knowledge within an hour back on the "pod". In one of the groups, it became evident that two members were angry with each other. Before class, in the pod, a confidence was broken which had lead to this disagreement. Any incidences that had occurred in the "pod" and influenced the group's dynamics, were dealt with it and used it as an example of problem solving. Often, other group members would take the initiative and reframe the incident. This would result in more of a cohesiveness of the group.

During the next week, the inmates were given a pre-test to determine their style of decision making and problem solving. Consistently, in the problem solving classes, many students admitted they were either "blamers" or "repressors". This exercise usually broke the ice and engaged the groups. Men were more open with respect to sharing some of the negatives they saw in their style of problem solving. Almost all of the men fell into the category of "ignoring" or "demanding" their way, while the women would be "compromising" or "giving in". The instructor helped them connect these behaviors to traits on the job.

The discussions concerning decision-making was correlated to what had caused them to be incarcerated. There was admission, universally, that if they had make different decisions they could have taken another path. Alcohol and drugs were a frequent theme in the discussions and it became apparent those issues were the main reason for losing one's employment.

The middle sessions addressed the employability skills part of the program. The inmates were

given the COPES, CAPS and COPS (value, ability, interest) assessment to determine their career cluster. The inmates then looked up careers in the Occupational Handbook. They were given an overview of the local job market. They did a research on three careers in their cluster and gave a group presentation. They shared their "dream" career and received feedback and support from fellow students. Goals, long and short, were discussed along with the difference between a job and a career. Job-search techniques included: how and where to look for a job, telephoning skills, and using the JIST card. Businessmen from the community spoke to the inmates concerning different occupations. Many inmates were surprised at how few jobs ever were advertised in the classifieds. A whole session was spent on networking and its importance. Literature from the Job Center, employment agencies, vocational schools, social service agencies in the community and any other potential employment leads were presented to the students. The students wrote cover letters to perspective employers asking for an interview and requesting information about their company.

The class practiced filling out applications and reviewed the hints for screening yourself in instead of out. The next session was dealing with the interview. From first impressions to follow-up thank you letters, the class participated in the discussions. The concern was "how to handle difficult questions". Role playing, both the employer and prospective employee, several times gave confidence to the students. They continued to struggle with the questions of a felony conviction. They were equally divided as to whether they would disclose a felony conviction. Also the art of effective communication during the interview and during a phone conversation was emphasized. Body language and eye contact were the most difficult parts of the interview: also, selling themselves in an interview was difficult for many of the inmates. They stated it was hard to remain positive while incarcerated.

Another week was spent on resume writing. A resume can screen you in or out. The inmates tended to underestimate their skills. During one on one conversations with the inmates it was usually revealed they, in deed, did posses many skills even with a short work history.

Throughout the eight weeks, anger management skills were discussed and taught. When a situation from the "pod" would come into the classroom it provided a tangible example to learn from and use. The class would discuss options that would manage the anger in a situation. Specific techniques were taught which enabled the students to incorporate dealing with surviving within the confines of prison. An awareness of how out-of-control anger can effect their lives and employment helped them decide to make significant changes in their behavior. At the end of the eight-week sessions, every student had a resume and felt they could handle difficult interviewing questions.

4. The program instructor will conduct follow-up interviews with released clients and offer support and assistance in their job search.

The instructor was available on an ongoing basis for the graduates. Former inmates received personal and career counseling sessions each of which lasted approximately 30 minutes in length. During this time the instructor would document the job search efforts and give recommendations and encouragement to the former inmate. The ex-inmates were instructed to utilize the Job Center, networking and employment agencies. A speaker from the Job Center explained the Center's resources and how to utilize them. Each week the instructor provided the latest job employment list. It was reviewed in the group and inmates discussed which, if any, job would be appropriate for them. The inmates were made aware of the local vocational training sites and given material from each of them. Some of the members of the first class in 1996 still call for an updated resume or just want to check in and say how they are doing. Over 60% of the first Jail to Job students that responded are still working and have not returned to jail. The instructor met bi-monthly with the prerelease staff to maintain records and check on the students.

5. The program instructor will prepare and submit the curriculum, final report and all

other necessary data to PDE, Bureau of Adult Basic and Literacy Education. The curriculum is included in this final report.

Procedures Employed

After many conversations with various case managers, parole officers, social service agencies, prison personnel and inmates, it was determined that the rate of recidivism increased significantly with unemployment/underemployment. A phone call was made to the Correctional Educational Association in Maryland and it was stated that the lack of employment and underemployment had a direct correlation with the rate of recidivism. Personnel at the Albion State Prison stated, based on their inmate population, the rate of recidivism was directly influenced by the employability of the inmate. After conducting the Jail to Job (phase one) and documenting the requests for a second course, with the addition of anger management, the Erie Adult Learning Center applied for funding for the program. The inclusion of anger management resulted from observations by the instructor in phase one Jail to Job.

Positive Results:

One positive result was the accepting of the various job-search techniques. Each one of the members incorporated several techniques they could use comfortably. All students were very involved with the session on telephone contacts (using the JIST card) resume writing and interviewing. The students expressed they looked forward to the classes and it was reflected by their attendance.

Another of the positive results of the program was the support and cohesiveness the group members exhibited toward each other. One group member owned his own construction business and expressed an interest in hiring other group members. As the trust in the group developed, the class was able to share feelings of anger and frustration. The other members of

prison environment. Anger management and frustration were a continuous theme that was dealt with in almost every group session.

The Certificate of Employability Skills that was given to students at the completion of the course was often presented to the judge when the students went to their hearing. The Judges spoke highly of the program as evident by the letter from Judge Shad Connley. If the student had not yet completed the course, the instructor issued a letter of participation for the hearing. The participation, in general, in prison programs greatly influenced judges' decision concerning work release placement and shortening their sentence.

The follow-up survey of released inmates indicated 83% had gained employment. Several inmates (22%) stated they were also attending a vocational program in conjunction with working. Of the 83% of the employed inmates 23% indicated they had found a job that was at a higher pay scale than before incarceration.

The final evaluation indicated that every inmate that completed the classes thought the materials were helpful and relevant. They also stated the course helped them to more effectively survive in their environment. Some of the evaluations are enclosed.

Inmate participation and course popularity were greatly enhanced with the commitment by prison personnel for first consideration to the work release program. This commitment gave the program credibility and a "carrot". Without the commitment from the prison personnel, the program would not have the same importance. The inmates are constantly monitoring any promises.

Negatives

Due to early release or a lock-up situation, some of the participants did not complete the program. If the inmate was sent to another facility, the record of their participation was

included in their folder.

Evaluation Instruments Used:

Initially the participants were required to take the TABE assessment. The scores were discussed with each student individually and recommendations were made. The COPS, CAPS and COPES were given to assess the student's ability, interest and value system in order to help them think about a career cluster.

Conclusion:

In the development of the materials and curriculum for the JAIL TO JOB Phase II project, the instructor worked closely with the following: The Erie County Prison, The Pre-release Center, The Job Center, Judges of Erie County, Parole officers and case managers. Because of professional contacts that were established, there occurred a greater awareness of the educational programs offered at our prison. The JAIL TO JOB Phase II project was beneficial to inmates because it provided a support group where the students could discuss their concerns in a non-threatening environment. This program was also beneficial because it gave the student techniques and skills that they will utilize for the rest of their life. Linkages that occurred with the Job Center, other inmates and various community resource agencies provided a support system that the inmate can access to help with re-entry into the community. As a result of the encouragement and support provided by JAIL TO JOB, inmates expressed they felt more comfortable with the issues that confronted them in the prison environment and they also felt more at ease with the whole process of seeking employment. An example of this was the number of ex-inmates that found employment and continued with their vocational education.

It is recommended that an ongoing program for employability be implemented at The Erie County Prison. It is also recommended that in addition to the Job Search Program there be on going classes that deal with the issues of: anger management, survival skills in and out of prison, family and financial concerns, decision making and problem solving.

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Curriculum Jail to Job

353 Project (No. 98-8010)

I Enrollment, orientation and self assessment

A. Filling-out the enrollment form

1. Goal setting
2. Strengths
3. Needs
4. Obstacles
5. Program recommendations

B. Orientation

1. Expectations of students
2. Attendance
3. Participation
4. Role of Instructor/Counselor
5. Need for confidentiality
6. Respect for each other
7. Trust

C. Self assessment

1. Skills Triad
    a. adaptive
    b. transferable
    c. job-related
2. Work history
3. Community activities
4. Leisure time
5. Determine
    a. skills

b. aptitudes

c. abilities

II Decision Making

A. Choosing an option

1. Consensus
2. Commitment
3. Brainstorming
4. Majority rule

B. Why do we put it off?

1. Analysis paralysis
2. Perfectionism
3. Fear

C. How to decide

1. Consult with others
2. Process of elimination
3. Prioritize your options
4. Anticipate consequences

D. Types of decisions

1. Command decision
2. Majority vote
3. Proactive and reactive decisions

E. Implementation

1. Action plan
2. Goals

F. Evaluate outcome

1. Criteria for a wise decision
2. Living with outcome

III Problem solving

A. What is a problem

1. Definition
2. Common causes
3. Personal problems
4. Value conflicts

B. Style of problem solvers

1. Ignore the problem
2. Demand your way
3. Give in
4. Compromise
5. Use problem solving skills

IV COPS, CAPS, COP, Why work

A. Administer assessment

B. Interpretation

1. Clusters
6. Research various clusters

V Success at work

A. How to achieve it

1. Rules for success
2. Ten reasons why people lose their jobs

B. Financial benefits

C. Goals

1. Long term
2. Short term

D. Education/Vocational training

1. How to achieve
2. Where

VI Job Search

A. Evaluating a job

1. Occupational Outlook Handbook
2. Skills needed for the job
3. Salary, working conditions and stress
4. Using the COPS, CAPS, COPES
5. Local job market

B. Ideal job?

1. What do I want to be when I grow up?
2. Doing who you are
3. Realistic expectations

C. Techniques

1. Traditional
2. Nontraditional
3. Finding a job is a full time job

D. Truth about job applications

1. Screen out or in?
2. How to properly fill out an application
3. Damaging your chances
4. Difficult question
5. Employment tests

E. Using the telephone

1. The JIST cards
2. Getting by the receptionist
3. Keeping a log

F. Networking

1. It really works
2. Contacting who?
    a. the three questions

b. don't give up

3. Keeping a log

VII Interviewing

A. Five things you must do

1. Make a positive impression

a. how long to form an impression?

b. grooming

c. hygiene

d. demeanor

e. attitude

2. Communicate your skills

a. the art of effective communication

b. verbal and non-verbal communication

c. difference between hearing and listening

3. Answers to 10 key questions

4. Problem questions and answers

a. "have you ever been convicted of a felony?"

b. legal and illegal questions

4. Help the employer know why they should hire you

a. selling yourself

b. communicating your abilities

5. Follow up after the interview

a. thank-you notes

b. phone calls

B. Role playing

VIII Resume writing

A. What is a resume?

1. do you need a resume?

2. how do you use a resume?

B. Types of resumes

1. the chronological resume
2. the skills, or functional, resume
3. the combination, or creative, resume

C. The basic one-hour chronological" resume

D Writing a skill resume in less than one day

1. tips for fine-tuning your resume
2. tips for writing a good job objective

E. Sample of skills resumes

F. Cover letters

1. When and how to write a good cover letter
2. How to write cover letters to people you know
3. How to write cover letters to people you don't know
4. Sample cover letters

C. Thank-you notes, etc.

1. When

a. before an interview (informal note)
b. after an interview
c. after help with a job search

2. Eight guidelines for writing superior cover letters

IX Anger Management

A. Overview of Anger

1. COW theory

B. Overview of aggression replacement training

C. Evaluating and Relabeling Anger/Agression

D. AMBC of anger (activating event, mind activity, body signs, consequence),

APPENDIX A

Lesson One

Evaluating and Relabeling Anger/Aggression

Overview of Activities

1. Discussion of anger and aggression, benefits of controlling anger

2. Relabeling of anger/aggression (as weak, immature, counterproductive, etc.) and nonviolence (as putting youths in a stronger position by giving them options besides fighting)

3. Expressions of a qualifier, important for "selling" the program: The goal of the class is anger management not anger elimination or any claim that fighting is always wrong.

Procedure:

Point out role models of people who have excellent self-control to be successful.
Can underscore self-control does not mean being a "wimp."
Anger okay if managed and used to motivate constructive behavior

Advantages of behavior: (1) self-defense ("to protect myself", so no one can take advantage of me"); (2) power ("makes me feel big, powerful, superior"; "then It's free to get things, do what I want") and (3) vengeance ("to get even")

Disadvantages of behavior: can cause more problems, more fights, make things worse, can feel stupid sorry, lose friends, do not respect you.

Session Two

Key role of Mind in Anger

Review lesson one

Introduce anatomy of anger (AMBC)

Instruction in the basic thesis of the program: It's your mind (attitude, belief, what you tell yourself) that makes you angry.

Attention of the early warning signs of anger (B)

Self-talk reducers (m) that help a person buy time

Procedure

Teaching the functional anatomy of anger-role of the mind- not the outer event- in either making the individual angry of keeping the individual calm. Monitor anger generating thoughts.

Self-talk that reduces anger and buys time for more controlled, constructive behavior to take over.

Hot spots

Bully, glare, hitting, pushing, punches, cusses ,lied etc.

Body reaction

Fast, shallow or hard breathing, cold clammy, or sweaty hands; tense neck, shoulders, stomach; clenched fists; gritted or clenched teeth; louder or

lower voice; squinted eyes; jittery or light-headed feeling

Anticipation of an activating event:

Bad situation, but I believe in myself

Try not to take this too seriously

Positive mind activity in response

I'm going to keep my cool

Let him make a fool of himself

He's the one with the problem

Don't assume the worst

Lesson Three

Monitoring and Correcting Thinking Errors

Review of lesson two

Learning and correcting the thinking errors

Monitoring the thinking errors in everyday behavior: introducing the self-help daily logs (problems and thinking errors, positive behaviors)

Procedure:

Review AMBC

Ask about anger-reducing self-talk examples

Who has felt angry in discovering you have to wait in a long line for something you need to do or want to buy?

Lesson Four

More Techniques for Reducing Anger: Relaxation

Review of lesson three

Instruction and Practice in deep breathing, counting backward, pleasant or peaceful imagery

Reinforcement of the importance of using self-talk reducers to buy time

Lesson Five

Powerful Self-Talk Techniques for Reducing Anger: Thinking Ahead to Consequences and TOP (Think of the Other Person)

Review lesson four

Learning if-then thinking or thinking ahead to consequences

Learning TOP (think of the other person)

8
Anger

Anger

Anger is a perfectly normal emotion or feeling that everyone experiences. Anger becomes a problem when it is poorly managed. Often, inappropriate things are said or done when you are angry. With the proper tools, you can learn to express your anger in a productive way.

Learning About Anger

There are four things about yourself that change when you are angry. First, there is a bodily reaction. Listed below are some body changes that occur with anger:

a. muscles become tense

b. face may get flushed

c. heart may beat faster

d. blood pressure may rise

e. teeth may clench

Circle the bodily changes you have when you are angry. Are there body changes you experience that are not listed? If so, list them below:

Part 1: Defining and Understanding Anger

People have different ideas or beliefs about what anger is. What is anger for you? What is your definition of anger?

When do you get angry?

Do you get angry at other people? Who?

What do they do or say to make you angry?

Do other people ever get angry at you? What do you say or do that causes other people to get angry?

Is anger a good thing? or a bad thing? or neither good or bad? Please explain?

How Is Anger Expressed?

List at least five things that you do or say to let other people know that you are angry:

List five things that parents, teachers, friends or bosses do or say to let you know tha
are angry:

Do you agree or disagree with the following statements:

(Circle your answer)

Statement 1: **"If you feel angry, you should try to keep it all inside and not let ot know that you are angry."**

Agree Disagree Maybe

Statement 2: **"If you feel angry, you should really confront the situation or person w whom you are angry and really tell them off."**

Agree Disagree Maybe

Statement 3: **"Sometimes when I am angry I act either bored, sad, frustrated or other way to let people know that I am really angry inside."**

Agree Disagree Maybe

Statement 4: **"Sometimes I act and say angry things when I am really afraid, sad, lon hurt or threatened."**

Agree Disagree Maybe

Questions For You To Discuss

1. When people say and do angry things, what are they really trying to communicate?
2. What are you inclined to do when your friend, teacher, parent or boss acts angry with you
3. When you act angry, what do you want to have happen?
4. How often do you get angry? Daily? Every couple of days? Once or so a week? Har never? Seems like I'm always angry?

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Part 2: Understanding Anger

Our Four Basic Psychological Needs:

1. **Belonging** - What is "belonging" to you? To what or to whom do you belong? How do you meet your needs for loving and being loved?

2. **Power** - How are you powerful? Who in your life exercises power over you? How do kids have power over parents, teachers and other authorities?

3. **Freedom** - How important is freedom to you? What do you do when you are "free"? What do you do when some person or event limits your freedom?

4. **Fun** - Do you believe "having fun" is an important part of living a satisfying life? How important? How do you have fun?

Page 7 discusses how we have ideas or "pictures" in our minds of what we can do to satisfy our basic psychological needs. What are your "pictures" of how your basic psychological needs are satisfied?

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On *page 7* it says that sometimes people choose angering behavior (swearing, yelling, criticizing, pouting, etc.) in an attempt to get their basic psychological needs for belonging, power, freedom and fun met.

"Have you ever used angering behavior in an attempt to get someone to do what you wanted?"

_Yes _No _I Don't Know

If you answered "yes", describe the situation:.

1. When did you do this?

2. Where did you do this?

3. How successful were you in getting the other person to do what you wanted?

Situations For Role Play Or Discussion:

A. Bill's dad left home when he was young: Bill did not have a good relationship with a adult man until he got into Mr. Williams' woodshop. Bill and Mr. Williams really hit it o well. They worked together on special projects. Bill was beginning to think that Mr. Wi liams was becoming the father that Bill never had.

One day Bill was operating the radial arm saw in a dangerous manner. Mr. Willian curtly corrected Bill in front of the whole class. Bill was surprised, embarrassed and upse The more Mr. Williams corrected Bill, the more upset Bill became. Finally (after wh seemed like hours of Mr. Williams' admonishment), Bill could take it no longer: He int rupted Mr. Williams, told him to "Go to H___!" and dashed out of the shop. Later wh the principal was questioning Bill about his angry behavior, Bill said: "I was really ups and I just wanted him to know how upset I was."

1. Was Bill trying to meet a basic psychological need by his angry behavior? Which need w he trying to meet?

2. Do you think that swearing helped or hurt Bill's relationship with Mr. Williams?

3. What could Bill have done or said differently to let Mr. Williams know that he was upset

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Anger Exercise

1. Share a time when you mistakenly thought someone was trying to upset you, but they were really not purposely trying to get you upset.

2. Write down a time when you believed things were unfair, but they were not really that unfair.

3. Share a time when you mistakenly labeled someone.

4. Share a time when you mistakenly thought someone had broken one of your personal rules.

Skills for Dealing with Anger

Givin' It

1. Stay calm and ask if you can talk to the person (use reducers).
2. Say something positive, if you can.
3. Tell the other person what's on your mind.
4. Ask if the person understands, then
    a. Ask for a change
        or
    b. Ask how the other person feels about it
5. Thank the person for listening if you can.

Takin' It

1. Stay calm and listen to what the other person has to say.
2. Ask the other person to explain if you don't understand.
3. Ask the other person what they want you to do.
4. Tell the person you understand.
    a. Agree and apologize
        or
    b. Ask if you can tell your side

Workin' It Our

1. Stay calm and tell the other person what you want.
2. Listen to the response (If the person does not agree).
3. Ask if the person has another way to deal with the problem (If you don't agree).
4. Propose an Compromise.
5. Repeat until you reach an agreement.

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Choosing Anger To Meet Needs

In the long run of things, does anger really work?

Interviews with Kids, Teachers and Parents That You Know

A. Sylvia, age 14: "Sue, when my boy friend doesn't pay attention to me and goes out with his friends, I make him pay for it. I get mad and pout. He gets the message fast."

Mrs. S., mother of two teenage sons: "I work hard to keep this house clean. And when they come home and don't hang up their stuff and just throw their clothing around, I really yell and shout! When they know I'm mad, they hang up their stuff.

- Question: In the long run, will Sylvia's and Mrs. S.'s anger get the people around them to help the way Sylvia and Mrs. S. want? If we want people to help us, are there other ways to ask for that help beside being angry?

B. James, Jr. , age 15: "Yeah, my dad is a real joke. He's so stupid. He wants me to go to college, what a bust!"
James, Sr., age 37: "Jamie should grow up. He is so lazy. He just lies there in his room listening to that stupid music. He's gonna be a bum - a jerk bum."

- Question: Father and son are staying angry at each other here. Why doesn't one of them quit the angry behavior and try to make the relationship better? Are they going to resolve the difference between them by staying angry? .

C. Harry, age 16, to his brother, age 15: "Listen, I loaned you that five dollars a week ago. If you don't give it back right now I'll punch your lights out!"
Mr. Foster, 9th grade civics teacher: "Well, occasionally the class gets a bit unruly, but that's when they meet Foster's tough guy side. I raise my voice and threaten punishment, and they settle down pretty fast."

Mr. Winters, father, age 38: "Kids need to learn respect. You just can't let them get away with a bunch of stuff. They know that when I get mad they're in for it. And when I get mad, they shape up quick."

Billie Jo, age 15: "I can get my parents to go along pretty much with what I want. All I have to do is throw a fit, scream and tell them that I hate them. Usually they shape-up fast. Well look, they let me go with Brian even though they said I couldn't. Isn't that neat?"

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B. Susan had promised her mother that on Saturday morning Susan would clean her bedroom. (The bedroom really did look like a "disaster area" and Susan thought that she finally had better get to it.)

At exactly 11:47 a.m. Bill Davidson called Susan (she had been waiting for this call all week) and asked her to go with him to the mall at 1:00 p.m.; Susan said she had to ask for her mom's permission. Susan's mother said that Susan could not even make any plans to go anywhere until Susan had completed cleaning the room, and that would be another two hours at least.

So Susan could not go with Bill, but she did go back to her bedroom and was she mad! She threw things around the room. She would show her mother who was boss. Susan was so angry, she started kicking. She did not stop kicking until there were two large holes in the wall.

1. What was Susan trying to do when she threw things around the room and kicked the holes in the wall? Was she trying to exert power and thereby show her mother who was boss?
2. Have you ever been angry like Susan and wanted to "teach someone a lesson", or "to show who is the boss" or "to get control over someone?" What happened when you tried? 3. What do you suppose Susan's mom did after she found out about the holes in the wall?
4. In the long run of things, did Susan hurt or help herself by tearing up the room?

C. George wanted his job; he needed the job to pay his share of soccer camp this coming July. He really wanted to go because he knew college scouts who could offer scholarships would be at the camp. George's job was important to him. George didn't mind the job. In fact, he rather enjoyed working at the ice cream store; everyone hung-out there. So it was great for his social life, too.

The big hangup with the job was Richard Walter, the manager. Richard was always on George's case about something: One day it was for not having a clean shirt; or George's not having his hair combed; or for coming into work late - or something.

Last Tuesday, George was having a real bad day: his bike tire was flat and he had to pump it up; Mom didn't do the wash and George didn't have a clean shirt; and Betty Sue (George's steady girl friend) was giving him grief about having to work tonight so he couldn't go to the movies.

Yes, George arrived at work late and Richard started-in at him in front of customers and Betty Sue. Well, that was all George could stand. He told Richard to shove his job; then George took off his apron and hat, threw them on the floor and walked out of the store shouting, "You can keep your job, Richard, who needs you!"

But about one month later George was still looking for a job. And he was worried that he wouldn't have enough money saved to go to camp in July.

1. What happens when two people struggle for power with angry behavior?

2. Could George have better managed Richard's critical behavior? How? Did flying off the handle really help George to get what he wanted?

Milking the Angry Cow

In learning ways to cope with anger, there are three things that may be helpful:

1. **C**apture the angry feelings
2. **O**wn or accept the unpleasantness of the feelings, and develop. . .
3. **W**ays to productively manage the feelings.

Remembering **COW** will help you recall the steps in successful anger management. Capturing the angry feelings involves noticing the first signs of anger. Often, these first signals are bodily symptoms. Your muscles become tense, your face may get flushed, your teeth clench, and your hands tighten up. Capturing your anger means **watching** and being **ready** to use signals to accept anger. Using cues or signals helps you **prepare**. Here is a list of things *you can say to yourself* to help you capture your anger.

I want this to work out for me. What do I need to do?

Stay **alert** and practice coping.

I can scope out my anger signals and stay in control.

Watch out for signs that I am losing control.

Now, think of three more things that you can say to yourself and write them here:

Here is a list of things *you can do* to prepare and *capture* your anger.

1. Practice my relaxation.
2. Use my assertiveness skills.
3. Try to see things from his or her side.
4. Write down the things I would like to say.
5. Review the list of things I could say to myself.

Next, list three additional productive actions you could take:

1.

2.

3.

Owning or accepting the angry feelings can be difficult to do. Often, when you strike out aggressively, it is a way of not accepting your feelings When you turn the feeling inside, this is also a way of not accepting the feeling. In both cases, *you want to get rid of the feeling*! However, it is important to *fight the urge* to *get rid of the feeling*. Learning to **own** the feeling means **tolerating** it. Tolerating anger means **coping** with it.

Below is a list of things you could *say to yourself* to **own** the feeling and continue to milk the angry cow:

1. If I stay cool, I've got power.
2. I'm clued in now.
3. Tolerating anger is my badge of honor.
4. Accepting my anger and not acting aggressively is a way of proving myself.
5. How long will I feel angry?
6. Will my feelings change in 2 hours? 2 days? 2 months?

List five more things you could say to yourself to help you *own angry feelings*.

1.

2.

3.

4.

5.

Here are some things you could do to help you **own** angry feelings.

1. Walk away until you calm down.
2. Leave and do something physical such as exercise or scream.
3. Count backwards by 3s from 100 before you say or do anything.
4. Listen to relaxing music for at least 30 minutes.
5. Do deep muscle relaxation.

List five more things you could do that will help you tolerate being angry:

1.

2.

3.

4.

5.

Once you **capture** and **own** the feelings, you can more easily learn **ways** to manage the feelings. You are on the way to completely milking the angry **COW**.

Often problems occur because the way you act or behave is **harmful**. These behaviors or actions may be harmful because the ways you handle anger may create additional problems for you. For example, fighting, using drugs, or overeating are ways many kids cope with anger. However, these actions create more problems.

Use the following chart to decide the best **ways** to deal with your anger. First, identify the problem that is making you angry. Then, list all the things you could do to solve the problem. Finally, list the positive and negative consequences for each of these actions. **Think** about both the long term and short term consequences. Then, make a choice based on the most positive consequences.

Problem:

Potential solutions:

Consequences:

	Positive	Negative
Long Term		
Short Term		

Now, put it all together on the *Milking The Angry **COW** Journal.*

Milking the Angry Cow Journal

Where were you?

What happened? Who or what made you angry?

How angry were you? (Circle one)

1	2	3	4	5
Not Angry	Mildly Angry	Kind of Angry	Really Angry	As Angry as I could be

How did your body feel? (tense? nervous?)

What was going through your mind? What did you say to yourself? What popped into your head?

What did you do?

What can you say to yourself to keep cool?

Your emotions or feelings change when you are angry. Listed below are some emotional changes that occur with anger:

a. helplessness
b. annoyance
c. irritation
d. furiousness
e. mad
f. frustration

Circle the emotions you have when you are angry. Are there any emotional changes you experience when you are angry that are not listed? If so, list them below:

Third, your behaviors or the things you do may change. Listed below are some behavior changes that occur with anger:

a. withdrawal
b. throwing things
c. yelling
d. hitting someone
e. drug use
f. alcohol use
g. crying
h. saying things and regretting them later

Circle the behavior changes you experience when you are angry. Are there behavior changes you experience that are not listed? If so, list them below:

Finally, there are cognitive changes or changes in thinking that occur when you are angry. You understand and interpret yourself, other people, and your surroundings in a very different way. You believe you are being threatened and other people's actions toward you are intentional and deliberate ways to upset you. The thoughts that go through your mind when you are angry may include the following:

a. My teachers are out to get me.

b. This guy or girl is trying to upset me.

c. She or he's a jerk. I'll have to get revenge.

d. It's unfair. I should always get my way.

e. They're trying to control me. My parents are on a power trip.

f. If I don't fight, it means I'm a coward.

Circle the thoughts you have when you get angry. Are there thoughts you have that are not listed? If so, list them below:

Social Skill 4

Responding to Anger

Steps:

1. Listen openly to what the other person has to say.

2. Show that you understand what the other person is feeling.

3. Ask the other person to explain anything you don't understand.

4. Show that you understand *why* the other person feels angry.

5. If it is appropriate, express your thoughts and feelings about the situation.

Student's Name:_____ Date:_____

Responding to Anger

Pretest:

1. What is anger?

2. What do you do when someone is angry at you?

3. Remember the last time someone was angry at you? Briefly describe the situation (give the who, what, when, where stuff).

4. What most often causes people to get angry at you?

5. Who gets angry at you the most? Why?

6. Who do you know or perhaps have seen on T.V. who is effective in responding to someone's anger?

7. What does he or she do that makes him or her effective?

8. How well would you rate your ability to respond to someone's anger?

1	2	3	4	5
Terrible	Need Improvement	OK	Pretty Good	Excellent

9. List your reasons for your answer to question 8.

Student's Name:_____ Date:_____

Responding to Anger

Directions: Each of the questions asks you how often you do something. Next to each question is a number.

Circle number **1** if you **Almost Never** do what the question asks.
Circle number **2** if you **Seldom** do it.
Circle number **3** if you **Sometimes** do it.
Circle number **4** if you **Often** do it.
Circle number **5** if you **Almost Always** do it.

There are no right or wrong answers. Answer the way you really feel about each question.

How often do I:	Almost Never	Seldom	Sometimes	Often	Almost Always
1. listen openly to what the other person has to say?	1	2	3	4	5
2. show that I understand what the other person is feeling	1	2	3	4	5
3. ask the other person to explain when I don't understand something?	1	2	3	4	5
4. show that I understand why the other person feels angry?	1	2	3	4	5
5. express my thoughts and feelings about the situation?	1	2	3	4	5

Student's Name:_____ Date:_____

Responding to Anger

Objective: To be able to identify the behaviors required for responding to anger.

Steps to use when **Responding to Anger** are:

1. Listen openly to what the other person has to say.
2. Show that you understand what the other person is feeling.
3. Ask the other person to explain anything you don't understand.
4. Show that you understand *why* the other person feels angry.
5. If it is appropriate, express your thoughts and feelings about the situation.

Some important things to remember when responding to anger are:

1. Stay calm, poised; control your angry feelings.
2. Don't get defensive; don't deny your part in the situation.
3. Be attentive. Look at the other person.
4. Hear what the other person is saying.
5. Accept the other person's feelings.

The following are some things you can do to respond appropriately to anger.

Things to Do	Things to Say
Look at the person. Nod your head.	I understand. I know what you mean.
Stay calm. Use positive body language.	I understand how you must feel.
Control your voice level. Talk slow.	Are you saying.....?
Accept the person's feelings.	I can see how you might feel that way.
Stay focused on the problem.	I'm sorry if I caused you a problem.

Student's Name:_____ Date:_____

Responding to Anger

Objective: To identify other people's angry feelings.

Match the beginning of each step to the correct ending.

1. Listen openly	why the other person feels angry
2. Show that	what the other person has to say
3. Ask the other person	thoughts and feelings about the situation.
4. Show that you understand	to explain anything you don't understand.
5. Express your	you understand what the other person is feeling.

Student's Name:_____ Date:_____

Responding to Anger

Objective: To plan on ways to use the behaviors required for responding to anger.

Think of the last time someone was angry at you. Answer these questions.

1. What could I have done to listen better to what the other person had to say?

_____
_____
_____
_____

2. How could I have shown that I understood what the other person was feeling?

_____
_____
_____
_____

3. What could I have had the person explain so I would better understand?

_____
_____
_____
_____

4. How could I have shown the person that I understand *why* he or she was angry?

_____
_____
_____
_____

5. How could I have expressed my thoughts and feelings about the situation?

Student's Name:_____ Date:_____

Responding to Anger

Objective: To demonstrate knowledge of the skills for responding to anger.

Answer these questions.

1. What does it mean to "listen openly" to a person who is angry with you?

_____

_____

2. If you don't like what the person is saying, what can you do?

_____

_____

3. How can you show the person that is angry with you that you understand how he or she may feel?

_____

_____

4. How could you ask this person to explain his/her feelings? What would you say?

_____

_____

5. How can you show that you understand why the person may feel the way he or she does?

_____

_____

6. How could you express your thoughts and feelings about this situation?

_____

_____

7. What will you do if you follow the steps for Responding to Anger and the person is still angry?

_____

_____

8. What will you do if the person calls you a name?

_____

_____

9. What will you say to the person if you cannot stop him/her from being angry with you?

_____

_____

Student's Name:_____ Date:_____

Responding to Anger

Objective: To be able to recite the steps for appropriately responding to anger.

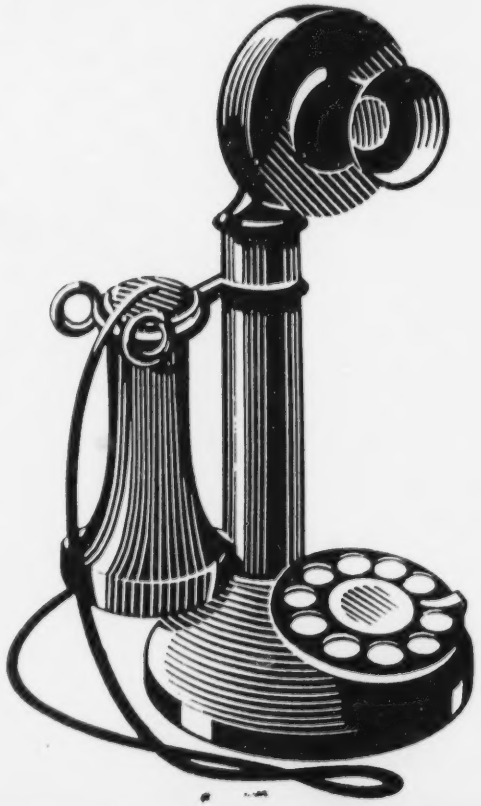
Memorize these steps and recite them to your parents. Place a check mark after each one when you have successfully recited it.

1. Listen openly to what the other person has to say. _____
2. Show that you understand what the other person is feeling. _____
3. Ask the other person to explain anything you don't understand. _____
4. Show that you understand *why* the other person feels angry. _____
5. If it is appropriate, express your thoughts and feelings about the situation. _____

ADVANTAGES OF USING THE PHONE

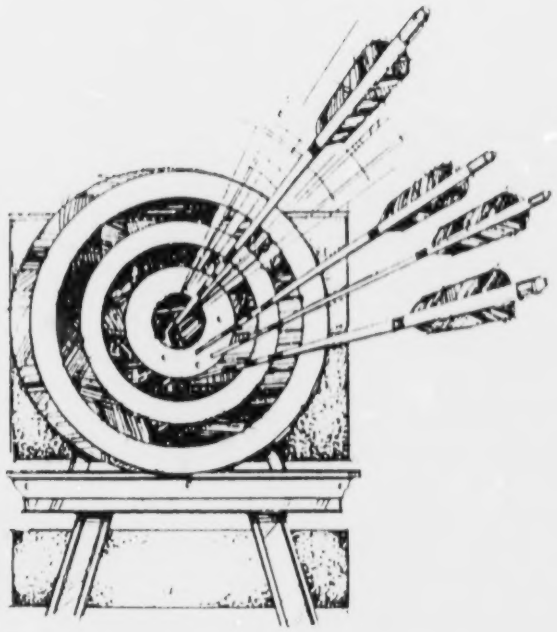
The Telephone:

- Saves you time and money
- Uncovers hidden job leads
- Creates a positive impression with employers
- Puts you in contact with the person doing the hiring
- Gets you more interviews!



12-2

ANATOMY OF A TELEPHONE CONTACT



- **The Target:** (Person who would supervise you)
- **The Introduction:** (Who you are)
- **The Position:** (What you want to do)
- **The Hook:** (What you have to offer)
- **The Clincher:** (Your key strengths)
- **The Goal:** (To get an interview or referral)

12-3

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Assessing Aptitudes

Life Styles:

Way we live
Way we spend time

Play, Learning Working

*8 Clusters to make career decisions

1. Skills required
   what will I have to do?
2. Personal Values
   Why work?
   - Money
   - Personal satisifaction
   - Competetion
   - Adventure
3. Preferred earnings
   Important by not everything
4. Level of responsibility
   In charge, prefer working by self, with others
5. Location
   Relocate?
6. Special Knowledge
   All kinds of special training, work in the community
7. Working Environment
   Office, outdoors, travel
8. Types of peo[le you work for and with

Video Self Assessment II

Accomplishments

Skills

- Accepted Responsibility
- Risk Taker
- Problem Solver
- Met Deadlines
- Worker Fast
- Good Scheduler
- Efficient
- Good Interpersonal Skills
- Budget money and time
- Got results
- Hard working
- Responsible

Learn about appitudes

1. Look at past experience in terms of abilities and achievements

_____

_____

_____

_____

_____

2. Any activity you been involved with in your community.

_____

_____

_____

_____

Erie, PA 16509
(814)

Profile

Ability to follow directions, quick learner, hardworking and easy to work with.

Objective

Desire a position in maintenance with responsibilities including planning, organizing and problem solving with the opportunity for a dedicated individual with leadership abilities to advance.

Skills & Abilities

Priced, negotiated and managed work sites in the areas of siding, roofing, remodeling, plumbing and overall carpentry as an owner of a construction business. The company grew from part time to over $53,000 profit the first year. Responsible for the supervision of over 10 employees.

Enacted a preventive maintenance program that allowed me to operate under the planned budget for 3 years.

Education

Adult Learning Center Erie, PA	Certificate of Employability Skills
Triangle Technical School Erie, PA	Associate Degree in RHVAC
Erie County Technical School Erie, PA	Certificate Metal Casting
Lely High School	Naple, FL 1978

Professional Experience

- **JB and Sons Construction** — Erie, PA
  Contracted work sites in the areas of: siding, roofing, remodeling, plumbing and overall carpentry. Went from part-time to $53,000 profit the first year.
- **Megacards Inc.** — Erie, PA
  Machine and building repair, supervision of 11 employees. Enacted a prevention maintenance program.
- **La Rue Construction** — Galion, OH
  Responsible for roofing, siding replacement of windows and patio enclosures.
- **Gene Davis Sales and Service** — Erie, PA
  Shop Foreman responsible for supervision of 17 employees, duties included shipping, receiving and inventory.

References

Available upon request

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The School District of the City of Erie, Pennsylvania

Certificate of Achievement

This Certifies That

Has completed the Requirement of the
Employability Skills Program and is entitled to this
Certificate as a Testimonial of Good Character and Scholarship.
In Witness Whereof our Signatures are here unto Affixed at Erie, Pennsylvania

_____
Date

_____ _____
Director, Vocational & Adult Education *Program Coordinator*

JAIL TO JOB EVALUATION

Key:
1. Strongly Disagree
2. Disagree
3. No Opinion
4. Agree
5. Strongly Agree

Materials

The materials were helpful. 4

The materials were relevant to job employment. 5

There was a sufficient amount of subjects covered. 5

Comments THE VIDEOS WERE EASY TO RELATE TO.

Course

The course helped you with employability skills (Interviewing, Resume Writing, Telephone Techniques). 4

The course helped you with problem solving/decision making. 4

The course covered what you thought it would. 5

Comments THE RESUME WRITING WAS VERY HELPFUL AS I HAD NO CLUE ON HOW TO EVEN BEGIN A RESUME

Instructor

The instructor was knowledgeable about the materials. 5

The instructor presented the materials in an understandable manner. 5

The instructor taught at a level for learning to occur. 5

The instructor utilized various methods of instruction (discussion, videos, hand-outs, small group participation) 5

There was enough group participation. 5

The instructor was enthusiastic. 5

Comments EASY TO UNDERSTAND TEACHING METHOD'S ON EVERYONE'S LEVEL. ALSO WENT OVER MATERIALS REPEATEDLY, IF WE COULD NOT UNDERSTAND THE FIRST TIME.

What did you like most in the course THE GROUP SIZE AND FRIENDLYNESS

What did you like least in the course THE FACT THAT THERE WAS NOT ENOUGH TABLE ROOM SOME TIMES.

What would you change about the course ADD ANOTHER TABLE

What topics would you like included next time SAME AS LAST TIME

JP

JAIL TO JOB EVALUATION

Key:
1. Strongly Disagree
2. Disagree
3. No Opinion
4. Agree
5. Strongly Agree

Materials

The materials were helpful. 5

The materials were relevant to job employment. 5

There was a sufficient amount of subjects covered. 3/4

Comments THE MATERIALS WERE VERY HELPFUL + VERY INFORMING ON THE VARIOUS AREAS COULD USED MORE INTERVIEWS TECHNIQUES + DRESS CODES

Course

The course helped you with employability skills (Interviewing, Resume Writing, Telephone Techniques). 5

The course helped you with problem solving/decision making. 5

The course covered what you thought it would. 5

Comments WAS VERY INTERESTING AND HELPFUL NEED TO HAVE MORE DETAILED HANDOUTS

Instructor

The instructor was knowledgeable about the materials. 5

The instructor presented the materials in an understandable manner. 5

The instructor taught at a level for learning to occur. 5

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The instructor utilized various methods of instruction (discussion, videos, hand-outs, small group participation) 5

There was enough group participation. 5

The instructor was enthusiastic. 5

Comments THE INSTRUCTOR WAS VERY PLEASANT & HELPFUL & SHE DID A VERY GOOD JOB.

What did you like most in the course THE MATERIALS THAT COVERED THE RESUME'S

What did you like least in the course THE CLASS SIZE TO MANY AT ONE TIME

What would you change about the course THE CLASS SIZE & NEED MORE HANDOUTS

What topics would you like included next time INTERVIEWING TECHNIQUES & DRESS UP FOR

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JAIL TO JOB EVALUATION

Key:
1. Strongly Disagree
2. Disagree
3. No Opinion
4. Agree
5. Strongly Agree

Materials

The materials were helpful. 5

The materials were relevant to job employment. 5

There was a sufficient amount of subjects covered. 4

Comments Materials are great for refering back to whenever needed

Course

The course helped you with employability skills (Interviewing, Resume Writing, Telephone Techniques). 5

The course helped you with problem solving/decision making. 4

The course covered what you thought it would. 4

Comments it helped me because I have never written a resume befor. Now I Know how.

Instructor

The instructor was knowledgeable about the materials. 5

The instructor presented the materials in an understandable manner. 5

The instructor taught at a level for learning to occur. 5

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The instructor utilized various methods of instruction (discussion, videos, hand-outs, small group participation) 5

There was enough group participation. 4

The instructor was enthusiastic. 5

Comments Very ~~Kind~~ Kind and Patient with us.

What did you like most in the course It is very helpful for me, in trying to get a interview + presenting myself for a career!

What did you like least in the course All the noise and distractions from the other half of the room (GED) students.

What would you change about the course Just, that it be closed off from another group going on, for consentration.

What topics would you like included next time ?